

Coeur d'Alene Charter Academy Certificated Employee Evaluation Plan

The purpose of teacher evaluation at the **Coeur d'Alene Charter Academy** is twofold. First, it is to support the professional development needs of the individual teacher to improve instructional practice in the classroom. Second, it is to monitor and evaluate teacher performance as required by State statute.

The Academy has chosen to use a differentiated evaluation process for teachers in different stages of their teaching careers, designed to support teachers according to their professional needs.

Plan I:

Plan I is for certified employees who are in the observation cycle of the Certified Employee Evaluation Program. This includes all certified employees who are newly hired by the Academy. These certified employees participate at least once in the observation and evaluation summary procedures before the beginning of the second semester. If a newly hired certified employee has earned renewable contract status in another district or state, that certified employee, with approval of the Principal, can be considered for Plan II after successfully completing at least one year on Plan I. This option still requires that the certified employee be evaluated once per year until he/she reaches continuing contract status. Certified Employees who have earned renewable contract status at the Academy must enter the observation cycle (Plan I) at least once every three years. These certified employees participate in the observation and evaluation summary procedures at least once during that year. All certified employees on Plan I complete Professional Development Plans in collaboration with their evaluators.

Plan II:

Plan II is for certified employees who have earned renewable contract status at the Academy. Following a cycle using the observation and evaluation summary procedures, a certified employee receiving all proficient ratings may choose between two forms of evaluation (i.e. Plan I continued participation in the annual observation and evaluation summary procedures or Plan II participation in the Professional Growth Plan.) A renewable contract employee who chooses to participate in the Professional Growth Plan as the mode of evaluation must return to the observation and evaluation summary procedures for one cycle every 3 years (1 year on observation summary, two years off). An employee's choice to participate in Plan II does not preclude the Principal or his/her designee from performing announced or unannounced observations or evaluations. The employee's choice establishes the minimum, rather than the maximum degree of administrative participation. The Principal shall have the prerogative to place a Plan II teacher on Plan I at any time, if he/she determines it to be in the best interest of the teacher or the Academy.

Responsibilities

The primary responsibility for the evaluation of certified personnel lies with the building Principal or designee who may assist in observations and data gathering. The certified employee evaluation procedures in this plan are not intended to limit an administrator's additional supervisory responsibilities. The certified employee evaluation procedures in this plan are not intended to limit or invalidate a certified employee's rights to due process as defined in Idaho Code.

The primary responsibility for monitoring the accurate implementation of the Academy's evaluation plan and for providing ongoing training to new employees (both instructional and administrative) lies with the Principal or his/her designee. Funds will be made available by the Academy for necessary training.

The Principal will meet with stakeholders as needed to determine whether the evaluation instrument or process requires modification. The Principal alone will make this determination based on input he/she receives from these stakeholders.

Observation

A formal lesson observation may consist of one class period or one complete lesson and may be prearranged or unannounced by the evaluator.

The Certified Staff Evaluation Instrument

An original, signed copy of the Certified Employee Evaluation instrument will be completed and filed at least annually in each employee's personnel file in the Business Office. The evaluator is required to include written comments on the Certified Employee Evaluation Summary form explaining marks of "Basic" or "Unsatisfactory." Positive comments describing employee performance may also be included on the summary form.

An employee on Plan II will complete a written self-evaluation based on his or her Professional Growth Plan. This document, approved and signed by the employee and the Principal, will be placed in the employee's personnel file.

The Post-Observation Conference

A post-observation conference should be held within five teaching days of the formal observation. A copy of the evaluation summary shall be given to the certified employee either at the meeting or within five working days thereafter.

Response

The certified employee may submit a written response to the evaluation summary and have it attached to the summary to be placed in his/her personnel file. The response shall be initialed by both the employee and the evaluator to signify mutual awareness of the contents.

Professional Development Plan

The Professional Development Plan is a form to be completed annually by all certified employees. This plan, to be completed in collaboration with the evaluator before the end of the first quarter of each school year, will focus and direct the certified staff employee's professional growth until the observation / evaluation cycle has been completed. The plan may be adjusted or rewritten at any time, with the agreement of the employee and the evaluator. The collaborative evaluation of this document by the employee and the evaluator shall fulfill the requirements for annual evaluation.

Basic Determination

The evaluator will include written comments on the Teacher Evaluation Summary explaining any element marked as "Basic." When a teacher receives written notice on an evaluation that his/her performance in one or more elements is deemed to need improvement, a Professional Development Plan focused on improvement in those elements **may** result. The teacher will be encouraged to dedicate focused efforts to improve prior to the next observation cycle. Failure to show improvement in those elements on subsequent cycles **may** result in an "Unsatisfactory" rating on future evaluations.

Unsatisfactory Determination

A teacher may receive an "Unsatisfactory" mark if an element marked "Basic" on a previous evaluation does not show substantial improvement. A mark of "Unsatisfactory" does not have to be preceded by a mark of "Basic."

The evaluator will include written comments on the Teacher Evaluation Summary explaining any element being marked as "Unsatisfactory." Whenever a teacher receives an evaluation on which his/her performance in one or more elements is deemed to be "Unsatisfactory" by the evaluator, a Professional Development Plan or Formal Improvement Plan shall be developed in close collaboration with the evaluator. The plan shall focus on the

area(s) that were deemed to have been "Unsatisfactory" on the observation report. The plan duration is recommended to be from 6 to 9 weeks.

Repeat Unsatisfactory Determination (Formal Improvement Plan)

Whenever a teacher receives a second evaluation on which his/her performance is deemed to be "Unsatisfactory" in the same element(s) as cited in the previous evaluation **or** whenever a teacher receives a third consecutive evaluation citing **any** performance element as "Unsatisfactory," the teacher may be placed on a Formal Improvement Plan (duration to be determined by the evaluator). The Formal Improvement Plan shall focus on the area(s) that were deemed to have been "Unsatisfactory" on the evaluation. If the teacher successfully completes the Formal Improvement Plan, he/she will be returned to Plan I status for at least the next formal evaluation cycle. If the teacher has not completed the Formal Improvement Plan successfully, the Principal may recommend to the Board of Directors that the teacher be placed on formal probation or terminated. A certified employee may be placed on formal probation and/or terminated at any time, with or without a Formal Improvement Plan, for actions determined to be criminal, grossly negligent, and/or in violation of the Code of Ethics for Idaho Professional Educators.




Peer Assistance

When it is determined that a certified employee is in need of remediation, the Principal may offer peer assistance in the form of mentoring or instructional coaching. The peer assistant does not perform evaluations, and no information from the peer assistant will be included in the teacher's summative evaluation report. A written and signed statement shall be placed in the employee's personnel file if this assistance is declined.

Formal Probation

The Formal Probation Plan will focus on those elements requiring improvement. Successful completion of the Probation Plan will result in a return to Plan I status for at least the next formal evaluation cycle. Failure to successfully complete the Formal Probation Plan will result in the Principal recommending to the Board of Directors non-renewal or termination of the employee. According to Academy policy and State code, a final determination of non-renewal or termination requires approval by the Board of Directors.

This plan has been reviewed and approved by representatives from the administration, board, and faculty at the Coeur d'Alene Charter Academy.


Daniel P. Nicklay
Principal
Jeff Child
Chairman of the Board
Brett DePew
Teacher

Teacher Performance Evaluation

Purpose: The purpose of this evaluation is to identify the strengths and weaknesses in instruction, and, if necessary outline a plan for improvement.

Explanation of Ratings: **D** = Distinguished– The teacher exceeds the position requirements and takes the initiative in the development and implementation of challenging work goals.

P = Proficient – The teacher is doing a full, complete, and satisfactory job. Performance is what is expected of a fully qualified and experienced person in this position.

B = Basic – The teacher demonstrates a basic command of the skill, but not the level of proficiency necessary to maximize student learning. A *Plan of Assistance* will be developed by the administrator and the teacher for each area identified as basic.

U = Unsatisfactory – The teacher's performance in this area is unacceptable and does not meet the professional standards of the Academy.

Teacher:

Grade/Subject:

Years Employed:

Evaluator:

Date:

Domain 1 – Planning and Preparation

- 1a: Demonstrates knowledge of content and pedagogy
- 1b: Demonstrates knowledge of student skills, knowledge, and special needs
- 1c: Sets instructional goals appropriate to class goals and student level
- 1d: Demonstrates knowledge of resources to aid learning and improve delivery
- 1e: Designs coherent instruction
- 1f: Assesses student learning effectively

Domain 2 – Learning Environment

- 2a: Creates an environment of respect and rapport
- 2b: Establishes a culture for learning with high expectations
- 2c: Manages classroom procedures to ensure efficient use of instructional time
- 2d: Manages student behavior to minimize disruptions
- 2e: Organizes physical space

Domain 3 – Instruction and Use of Assessment

- 3a: Communicates clearly and accurately—expectations, directions, explanations
- 3b: Uses questioning and discussion techniques to challenge and engage students
- 3c: Engages students in learning
- 3d: Provides feedback to students to aid in the learning process
- 3e: Demonstrates flexibility and responsiveness
- 3f: Uses assessment to inform instruction and improve student achievement

Domain 4 – Professional Responsibilities

- 4a: Reflects on teaching to improve instruction
- 4b: Maintains accurate records
- 4c: Communicates with families in a way that fosters cooperation and teamwork
- 4d: Contributes to the school and district
- 4e: Grows and develops professionally
- 4f: Shows professionalism, integrity, and ethical conduct
 - Upholds and enforces Academy policies and standards
 - Responds positively and professionally to directives and input from supervisors
 - Number of uniform violations in this class session
 - Consistently meets contractual obligations and performs duties as assigned

Evaluator's Comments:

Teacher's Response: (If additional space is needed, attach a separate sheet.)

Teacher: _____ Date: _____

Administrator: _____

COEUR D'ALENE CHARTER ACADEMY
Teacher Professional Growth Plan (Plan II)

This plan consists of four broad areas of accountability deemed requisite in an Academy teacher. The evaluation of these criteria by the school administrator and the individual teacher will determine the administrator's recommendation to the Board of Directors regarding future employment, compensation, and contract status.

The four areas of accountability:

1. Classroom Performance-Assessed by the formal observations conducted by the administrator throughout the school year, the peer reviews conducted in the classroom by other teachers, and suitable measures of student growth.
2. Mission Support/Student Learning Environment-Involves the maintenance of positive, rigorous classroom environment, contribution to overall school improvement, and involvement in the school outside the classroom.
3. Professional Standards-Determined by the overall professionalism exhibited by the teacher in daily practice and his or her ability to maintain positive relations with all members of the school community.
4. Education and Professional Development-All teachers at the Academy must pursue suitable professional development opportunities and continuing educational experiences, and share new knowledge with their colleagues.

All teachers will submit a growth plan at the beginning of the school year detailing goals in each of the areas of accountability and an end-of-year written account of progress toward those goals. Those wishing to receive merit recognition and monetary reward must submit a portfolio which exhibits outstanding accomplishment

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Classroom Performance

The best measure of a teacher is what he or she does in the classroom. All members of the school have a vague sense of each teacher's abilities, but only through actual observations inside the classroom can we discover each teacher's strengths and weaknesses. Meaningful review will come in three forms:

1. Administrative Review-Each year, every teacher will be observed and evaluated several times by one or more building administrators using the established evaluation form. Observations may occur with or without prior notice, and will be followed by written and oral feedback. In addition, supervisors will make ongoing evaluations of teacher performance based on day-to-day interactions. It must be understood that there is constant and ongoing evaluation in the course of a school year, and that evaluations are not strictly limited to those formal observations in the classroom.
2. Peer Review-Each teacher will visit a minimum of five other classrooms during the course of the school year. Each will observe two teachers in his or her own discipline and three from other disciplines. In order for the observation to be considered complete, it must include pre- and post-observation documentation and a brief written report with input from both parties. The purpose of these observations is to allow teachers to help one another in meaningful ways by observing, making recommendations, and providing specific feedback. Final evaluation of this item will be based on completion of assigned observations and on the quality and content of observations by and of each teacher.
3. Student Growth-The goal of the Academy is to provide an outstanding education for its students. A successful teacher will be able to provide compelling evidence that his or her students have enjoyed significant gains by attending class. Each teacher, with the approval of the administration, will set a standard to be attained by students in each class and identify a means of evaluating the level of achievement. This may include, where appropriate, objective measures of success such as national or standardized tests. Teachers will include documentation of student growth during the end-of-year meeting with the administrator.

Mission Support/Student Learning Environment

Teachers at the Academy are expected to embrace the school's mission by constant pursuit of excellence for their students and themselves. A teacher can ensure a "rigorous, content-rich college preparatory education" in several ways.

1. Curriculum development and delivery-A teacher must demonstrate sound classroom planning strategies, including a year-long syllabus, clear grading criteria, goals for the year, and intelligent lesson design. In addition, all teachers must offer input into the planning of the overall school curriculum and alignment to state standards. Evaluation of this item will be comprised of administrative input, self-evaluation, and examination of pre-year plan.
2. Student Review-A formal review by each teacher's students will be taken into consideration to determine strengths and areas of concern. Teachers will address areas of concern in their final report.

3. Involvement –A good teacher recognizes that his or her job is not confined to the classroom. In order to establish credibility with students, teachers must demonstrate an awareness of student issues and activities. By becoming involved with students in their after-school hours, teachers build community and camaraderie with students. This might mean volunteering to advise a school extracurricular activity or attending student performances and offering encouragement. Teachers will set goals at the start of the school year and provide written commentary as part of evaluation.

Professional Standards

Professional conduct is exhibited by a teacher who meets all requirements of a high quality instructor and who sees himself or herself as representing all members of his or her profession and recognizes the importance of the job of teaching. Contained within the conduct of a teacher who is professional are numerous expectations. Among these are: punctuality, concern for students, well defined curriculum and expectations, timely completion of assigned tasks and grading of student work, regular attendance at school and faculty meetings, professional attire, clear communication with peers, students, and parents, and positive representation of the school and profession to the public. Evaluation of this item is ongoing, and consists of input from administrators, students, parents, and peers. In addition, each teacher will include an account of his or her professionalism in the final report.

Education and Professional Development

In order to distinguish the Academy as an institution dedicated to excellence, all teachers will be expected to pursue meaningful professional development in the form of college credit in their areas of study, or related classes as authorized by the building principal. Administration will not recognize all credits or workshops, but those that have a clear and positive application to each teacher's teaching assignment. Before attempting any professional development or education intended to affect his or her salary, a teacher should contact the building administrator and secure a written statement that indicates recognition of the credits or experience.

Upon completion of professional development experiences each faculty member will complete a brief written report of the content and benefits of the training and explain how his or her classes will benefit. The administrator may require the teacher to present relevant information to the rest of the faculty.